DOCUMENT RESUME

ED 391 853 UD 030 795

TITLE	Compensatory Education (CE) Product Evaluation: Elementary and Secondary Programs 1994-95.
INSTITUTION	Saginaw Public Schools, Mich. Dept. of Evaluation Services.
PUB DATE	Dec 95
NOTE	51p.; For the 1993-94 evaluation, see ED 375 230.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Academic Achievement; *Achievement Gains; *Compensatory Education; *Disadvantaged Youth; Educationally Disadvantaged; Intermediate Grades; Junior High Schools; *Mathematics Instruction; Middle Schools; Parent Participation; Program Evaluation; Program Implementation; *Reading Instruction; Summative Evaluation; Urban Schools
IDENTIFIERS	*Education Consolidation Improvement Act Chapter 1; Middle School Students; *Saginaw City School System MI

ABSTRACT

The school district of the City of Saginaw operates a supplemental educational delivery Chapter 1 system in reading and mathematics, the Elementary Compensatory Education (CE) program and the Secondary CE program. The elementary CE, a push-in program operating in the regular classroom and a pull-out program (periodically taking students out of regular classrooms), served 2,475 students in grades 1 through 5. The secondary CE is a self-contained classroom program that involved approximately 542 students in grades 6 through 8. Broad goals were to provide intensive academic instruction, to involve parents, to supply incentives for academic achievement, to measure academic growth, and to prepare students for the general classroom. The greatest achievement gains were made at the junior first and first-grade levels, with mathematics gains greatest at grade two. Reading test scores improved, and the advanced mathematics scores improved, although no data were available for comparison for basic mathematics. Recommendations are made for program improvement. Five appendixes provide supplemental information about participants, their achievement, and the achievement of students in the Help One Student To Succeed mathematics program. (Contains 5 tables in the text, 14 tables in the appendices, and 1 reference.) (SLD)

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ED 391 853

EVALUATION REPORT

COMPENSATORY EDUCATION (CE) PRODUCT EVALUATION:

ELEMENTARY AND SECONDARY PROGRAMS

1994-95

DEPARTMENT OF EVALUATION SERVICES

- PROVIDING ASSESSMENT, PROGRAM EVALUATION AND RESEARCH SERVICES -

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SCHOOL DISTRICT OF THE CITY OF SAGINAW

Saginaw, Michigan

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COMPENSATORY EDUCATION (CE) PRODUCT EVALUATION:

ELEMENTARY AND SECONDARY PROGRAMS

1994-95

An Approved Report of the

DEPARTMENT OF EVALUATION, TESTING AND RESEARCH

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December, 1995

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Program Description

The School District of the City of Saginaw operates a supplemental educational delivery system in reading and mathematics consisting of two programs - elementary and secondary Compensatory Education (CE). The elementary CE is both a push-in program (that operates in the regular classroom) and a pull-out program (periodically taking students out of regular classrooms) that serves 2,475 students in grades one through five. The secondary CE is a self-contained classroom program which involved approximately 542 students in grades six through eight. The CE programs are funded by both the Federal Education Consolidation and Improvement Act (ECIA) Chapter 1 and Section 31A of the State School Aid Act.

Summarized in Table 1 below are demographic characteristics that describe both the elementary and secondary levels on CE in greater detail.

Table 1

Demographic Characteristics of the Compensatory Education (CE) Programs

Program	Demographic Characteristics				
	Grade Levels Served	Approximate Number of Students Served	Number of School Sites	Program Setting	Instructional Services
Academic Achievement Elementary	1-5	2,475	23	Push-In and Pull-Out	- Reading - Mathematics
Academic Achievement Secondary	6-8	542	4	Self-Contained Classroom	- Thinking[a] - Skills

Note. **N** = 3,017 students.

[a] The Thinking Skills Program (TSP) is designed to increase thinking skills of sixth through eighth graders in such a way that basic skills (reading and mathematics) and social confidence also increases substantially. See Appendix C for a checklist for interested middle school principals.

As can be seen from Table 1 above, the primary purpose of the programs is to improve the reading and mathematics achievement[1] of a designated number of educationally disadvantaged children. The children in the program are screened for entry with the California Achievement Tests -- Fifth Edition (CAT/5). This year approximately 3,017 pupils are participating in the compensatory education programs (see Appendix A for counts of pupils by building and grade) for each of the funding sources. Students were coded such that achievement results could be aggregated by funding source; however, for purposes of this report results will be reported for the combined compensatory education programs.

The broad goals of these programs were to: 1) provide intensive academic instruction to the educationally disadvantaged, 2) involve parents in the program, 3) supply students with incentives for academic achievement, 4) operate staff inservice programs, 5) measure academic growth, and 6) prepare students to effectively meet the academic competition of the general classroom. These goals were the focus of the Compensatory Education Department's activities throughout the 1994-95 school year.

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[1] The Thinking Skills Program (TSP) is designed to increase thinking skills of sixth through eighth graders in such a way that basic skills (reading and mathematics) and social confidence also increases substantially. See Appendix C for a checklist for middle school principals interested.

Procedures for Evaluation

Both process and product evaluations were undertaken for the compensatory education delivery system. This year's process evaluation efforts focused on the dozen or more supplementary components of the compensatory education program. A structured interview guide (see Appendix C for guide) was used to gather information relative to the various supplementary components for a matrix (see Appendix D) that describes among other things the services provided and the size of the target service population. The results of the process evaluation will be reiterated in the following section of this report.

The product evaluation, which is the main focus of this report, addresses the results of student test performance. The California Achievement Tests (CAT/5 Form A) for grades 1-8 served as the evaluation instruments. These tests were administered in the Spring, 1994 (pre-test) and in Spring, 1995 (post-test). Modifications were made in Spring, 1995 testing such that at certain grade levels were not tested in all four subtests. These changes were necessitated by changes in Title I legislation (formerly called Chapter 1) which will require the district in the future to focus instructional and assessment efforts related to skills measured by the Michigan Educational Assessment Program (MEAP). Thus grade levels 2-5 have two subtests presented (reading comprehension and math concepts and applications - advanced skills) while grade levels J1 and 1 have two subtests presented (basic skills measured by reading total and advanced skills measured by reading comprehension).

Mean pre- to post-test score comparisons were used to evaluate the effectiveness of the delivery system. The agreed upon standard was an improvement greater than three normal curve equivalent (NCE) points from pre- to post-testing.[2] The reading (both basic and advanced skills, where applicable) and then the mathematics (advanced skills) results for the entire CE delivery system will be presented in the product data section.[3]

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[2] A NCE is very similar to a percentile rank (ranging from 1 to 99 with a mean of 50) with the additional advantage of being based on an equal interval scale. Federal and State educational officials are increasing by requiring that outcome standards for compensatory education students be expressed in NCE units. The 1991-92 School Aid Act set the standards for student and school average gains to exceed two NCE units for 1991-92 and to exceed three NCE units for 1992-93 and subsequent school year.

[3] The use of advanced skills as a means to evaluate the progress of CE students represents a major change from past evaluation requirements which only required basic skills in reading and mathematics to be evaluated.

Presentation and Analysis of Process Data

Structured interviews (see Appendix C for interview guide) were conducted during April, 1995. Three evaluators interviewed a person responsible (contact person) for each component on a one-to-one basis. The resulting responses were summarized into a matrix (see Appendix D) showing the 18 components of the compensatory education program and variables covered during the interview. This matrix provided the process data related to the operation of each component.

The team of three evaluators reviewed the matrix of variables describing the 18 components. Listed below are some of the more general observations from this review.

- Limited communication/coordination among programs (especially pride, peer education, maternal outreach, and growth and afro-centric program [GAP] with compensatory education reading and math programs) seemed to be evident.
- Roosters of students which contain student numbers are noteably absent from almost all programs.
- A multitude of records/logs are being maintained but no sharing of data/results among programs is evident.
- While there appears to be no obvious duplication of student services, there may be some evidence on an individual student basis.
- There appears to be a shared perception that a high number of problems are related to the increasing prevalence of dysfunctional families/environments while resources are remaining the same or decreasing.

These observations serve as the basis for recommendations made after the presentation of the product data below.

Presentation and Analysis of Product Data

The primary goal of compensatory education was to increase reading and mathematics achievement in both basic and advanced skill areas. The data presented in this section will indicate the extent to which this goal was achieved. Reading and then mathematics data by grade are presented below for the entire elementary compensatory education program and then similar data for Help One Student To Succeed (HOSTS) program in reading and mathematics are presented. Where relatively few students were tested at any grade level and for a building, the results should be viewed with caution.

The achievement results by school for the combined compensatory education programs are presented in Appendix B.

Product Data: Reading Basic Skills

The pre- and post-test results for total reading are presented in Table 2.

Table 2

Attainment of the Performance Standard for Total Reading

Comparisons by Grade	# of Students Pre- to Post-Tested	Normal Curve Equivalents			Performance Standard[a] Attained
		Pre Mean	Post Mean	Mean Gain	
J1	120	19.7	39.4	19.7	Yes
1	319	23.8	34.9	11.1	Yes

Note. N = 439.

[a] Post-test NCE scores will evidence an improvement of more than three NCE points over pre-test scores.

A study of the reading results shows that students met the performance standard both at junior first with a gain of 19.7 NCE points between pre- and post-testings and at first with a gain of 11.1. See Appendix B for the test results by building.

Product Data: Reading Advanced Skills

The pre- and post-test results for reading comprehension are presented in Table 3.

Table 3

Attainment of the Performance Standard for Reading Comprehension

Comparisons by Grade	# of Students Pre- to Post-Tested	Normal Curve Equivalents			Performance Standard[a] Attained
		Pre Mean	Post Mean	Mean Gain	
J1	120	21.0	41.0	20.0	Yes
1	319	27.5	33.9	6.4	Yes
2	417	32.1	33.8	1.7	No
3	329	31.0	36.8	5.8	Yes
4	65	32.4	32.8	0.4	No
5	31	32.9	28.6	- 4.3	No

Note. N = 1,281.

[a] Post-test NCE scores will evidence an improvement of more than three NCE points over pre-test scores.

A review of the advanced skills in reading results show that students attained the performance standard at junior first (20.0 NCE gain), first (6.4 NCE gain), and third (5.8 NCE gain). At the fifth grade level the scores revealed the largest loss of -4.3 NCE points between pre- and post-testings. See Appendix B for the test results by building.

Overall in the area of reading the standard that post-test NCE scores will exceed three NCE units was attained in only 5 of 8 (62.5%) grade levels for combined basic reading skills and advanced reading skills comparisons.

Product Data: Mathematics Advanced Skills

Table 4 below presents the attainment standard for students in grades 2-5 in mathematics concepts and applications.

Table 4

Attainment of the Performance Standard for Mathematics Concepts and Applications

Comparisons by Grade	# of Students Pre- to Post-Tested	Normal Curve Equivalents			Performance Standard[a] Attained
		Pre Mean	Post Mean	Mean Gain	
2	337	30.8	37.1	6.3	Yes
3	223	29.5	32.8	3.3	Yes
4	64	28.0	31.7	3.7	Yes
5	31	30.6	32.8	2.2	No

Note. N = 655.

[a] Post-test NCE scores will evidence an improvement of more than three NCE points over pre-test scores.

A study of the advanced mathematics skills results show that grades two (6.3 NCE gains), three (3.3 NCE gains), and four (3.7 NCE gains) attained the performance standard. See Appendix B for the test results by building.

Overall in the area of mathematics the standard that post-test NCE scores will exceed three NCE units was attained in 3 of 4 (75.0%) grade levels for advanced mathematics skills.

Product Data: HOSTS Programs in Reading and Mathematics

The district piloted a math and reading HOSTS (Help One Student To Succeed) program at one and five elementary buildings respectively. A brief description of the reading and then the mathematics HOSTS program follows. HOSTS (Help One Student To Succeed) reading is a structured mentoring program in language arts. The program targets students (2-5) who need assistance in reading, writing, higher order thinking and study skills. HOSTS is not a curriculum nor is it computer assisted learning, but an instructional strategy that is tailored to a State's, District's, and School's language arts/reading objectives and philosophies. The HOSTS database and software programs align the school and district's curriculum. HOSTS matches students with trained parent, business and community volunteer mentors who work to strengthen students' reading, writing, vocabulary development, study skills, and higher order thinking skills. Mentors provide role models of successful people who motivate, support and provide individual student attention.

HOSTS (Help One Student To Succeed) math is a supplemental math strategy which focuses on students (Readiness through 8th grade) who need assistance in mathematics. The strategy provides students the opportunity to: learn to value mathematics; become confident in their own ability; become a mathematical problem solver; learn to communicate mathematically; and learn to respond mathematically. HOSTS math is a supplemental program based on the belief that students need to learn mathematics in a way that is meaningful to them. The use of manipulatives and participative learning are highly stressed. HOSTS math provides for the assessment of

students' needs, and the creation of a long-range plan that summarizes this information and other assessment data (i.e., state proficiency; classroom teacher). Based on the National Math Standards, the HOSTS Math Profile of Objectives meets teachers' needs by providing the framework for this direction. A progression from concrete to symbolic instruction follows assessment.

Other operational aspects of the HOSTS programs can be found in the matrix of compensatory education components located in Appendix E.

The pre- and post-test results for the HOSTS reading and mathematics programs are presented in Table 5 below. The same standard used by the compensatory education program (more than 3 NCE points gain from pre- to post-testing constitutes performance attainment) will be applied to the results of these piloted programs.

Table 5

Attainment Of The Performance Standard For The HOSTS Reading (Reading Comprehension) And Mathematics (Mathematics Concepts And Applications Participants

Subject/ Grade	# of Students Pre- to Post-Tested	Normal Curve Equivalents			Performance Standard[a] Attained
		Pre Mean	Post Mean	Mean Gain	
Reading					
2	40	27.8	34.3	6.5	Yes
3	45	28.3	33.8	5.5	Yes
4	14	30.7	26.1	-4.6	No
5	3	16.6	12.0	-4.6	No
Mathematics					
3	16	28.4	29.8	1.4	No
4	8	25.3	25.5	0.2	No
5	11	27.5	30.4	2.9	No

Note. **N** = 102 in reading and **N** = 35 in mathematics.

[a] Post-test NCE scores will evidence an improvement of more than three NCE points over pre-test scores.

The reading HOSTS program attained the performance standard in grades two (6.5 NCE gain) and three (5.5 NCE gain). While in grades four and five (-4.6 NCE loss in both) the program participants failed to improve performance. The results in grades four and five are less definitive because these students received the shortest duration of treatment and also represented the smallest numbers served (14 and 3 pupils respectively). Overall the reading HOSTS pilot appears extremely promising, especially at grades two and three where students had a more complete exposure to the program.

The math HOSTS program failed to attain the performance standard in any of the three grades. While grade 5 almost attained the standard with a gain of 2.9 NCE points. See Appendix E for HOSTS test results by building and grade.

Summary And Conclusions

The Chapter 1 and Article 3 Compensatory Education (CE) programs were designed to provide direct instructional services in reading and mathematics to some 3,017 students in grades kindergarten through eight. The main intent of the CE programs were to improve the pupil's reading and/or mathematics achievement. Instruction occurred primarily in small group settings outside of the regular classroom (pull-out) or push-in (that operated in the regular classroom in grades one and two) for CE at the elementary level, and in a regular classroom setting with a reduced number of students for CE at the secondary level.

The results of the pre- to post-testing of compensatory education students by grade indicate the overall greatest gains and attainment of the performance standards in reading were made at the junior first and first grade levels. Mathematics gains were the greatest at grade two.

The 1994-95 compensatory education delivery system showed three increases from the previous years in terms of the percentage of grade levels meeting the standard. The chart below summarizes these changes.

Percent Attaining Standard

Area	1993-94	1994-95	Change Status
Basic Reading	20.0%	100.0%	Increase
Advanced Reading	20.0%	50.0%	Increase
Basic Mathematics	42.8%	--[4]	Not Applicable
Advanced Mathematics	0.0%	75.0%	Increase

[4] Due to changes in the testing schedule, no grade level reported results related to basic mathematics. Again due to these changes, no results were obtained for students in grades 6-8.

Recommendations

The recommendations that follow are based on this year's process and product evaluations and are intended to help bring about Chapter 1/Article 3 program improvements in the following school year.

The ideas and techniques offered below stem from a perceived problem(s) and are just one of many ways to improve the performance of the program. As solutions are sought for optimum program operations, a dialogue/discussion should be undertaken to determine the best and most workable way to solve the perceived problem(s). The staff and evaluator should be brought into these discussions so that all involved feel part of the proposed new operation of the program.

- Program leaders should meet on a regular interium basis to provide opportunities for communication and coordination of all component functions.

- Each program leader or a designee should devise student service rosters that contain pupil names and student numbers. These records must be available for audit and evaluation purposes especially in the case of Section 31A.

- Program leaders need to determine what types of data are necessary to share among themselves such that duplication of effort is minimized and increased efficiency is achieved. Consideration may be given to obtaining a computerized data management system for better accomplishing this and helping to eliminate duplication of student services which sometimes occurs.

- In light of continuing budgetary limitations/reductions, a unified student assistance approach should be strongly considered as a vehicle for more efficiently providing services to an increasingly needy population of students. For example, a single administrator responsible for overseeing the operation of the 18 components could provide a more systematic approach so that assistance through the components would not be duplicated or otherwise wasted.

APPENDICES

APPENDIX A

Table A-1

Count of Program Participants* for the Compensatory Education Program, 1994-95

Building	K	J1	1	2	3	4	5	Total
E. Baillie	41	0	24	30	13	12	3	123
Coulter	31	0	16	16	16	4	4	87
Emerson	44	9	36	30	29	5	5	158
Fuerbringer	1	0	14	16	19	11	10	71
Nelle Haley	39	7	11	24	19	8	9	117
Handley	0	0	0	0	0	0	0	0
Heavenrich	41	8	27	30	24	11	18	159
Herig	1	0	18	24	20	8	14	85
Houghton	43	17	16	22	11	7	7	123
Jerome	0	23	18	14	18	8	4	85
Jones	35	0	9	10	11	5	8	78
Kempton	2	0	4	20	12	4	6	48
Longfellow	40	21	35	31	26	16	11	180
Longstreet	37	18	19	20	12	14	10	130
J. Loomis	40	0	47	31	39	11	11	179
Merrill Park	0	0	18	30	14	5	20	87
Chester Miller	1	0	7	6	13	4	6	37
John Moore	0	0	14	21	16	7	11	69
Morley	19	0	7	17	13	9	9	74
J. Rouse	42	18	12	14	23	11	13	133
Salina	19	4	13	18	20	10	10	94
Stone	1	13	15	17	13	9	15	83
Webber Ele.	62	15	49	57	35	12	13	243
Zilwaukee	0	6	4	10	7	0	5	32
TOTAL	539	159	433	517	414	191	222	2,475

*Count as of March 10, 1995 computer run that included all participants.

APPENDIX A

Table A-2

Count of Program Participants* for the Compensatory Education Program, 1994-95

Building	6	7	8	Total
Central Middle	68	52	46	166
North Middle	31	32	42	105
South Middle	39	25	26	90
Webber Middle	64	55	62	181
TOTAL	202	164	176	542

*Count as of March 10, 1995 computer run that included all participants.

APPENDIX A

Table A-3

Count of Program Participants* in the Chapter 1 Program, 1994-95

Building	K	1	2	3	4	5	Total
E. Baillie	0	24	30	13	12	3	82
Coulter	0	16	16	16	4	4	56
Emerson	0	36	30	29	5	5	105
Fuerbringer	0	14	16	19	11	10	70
Nelle Haley	0	11	24	19	8	9	71
Handley	0	0	0	0	0	0	0
Heavenrich	0	27	30	24	11	18	110
Herig	0	18	24	20	8	14	84
Houghton	0	16	22	11	7	7	63
Jerome	0	18	14	18	8	4	62
Jones	0	9	10	11	5	8	43
Kempton	0	4	20	12	4	6	46
Longfellow	0	35	31	26	16	11	119
Longstreet	0	19	20	12	14	10	75
J. Loomis	0	47	31	39	11	11	139
Merrill Park	0	18	30	14	5	20	87
Chester Miller	0	7	6	13	4	6	36
John Moore	0	14	21	16	7	11	69
Morley	0	7	17	13	9	9	55
J. Rouse	0	12	14	23	11	13	73
Salina	0	13	18	20	10	10	71
Stone	0	15	17	13	9	15	69
Webber Ele.	0	49	57	35	12	13	166
Zilwaukee	0	4	10	7	0	5	26
TOTAL	0	433	517	414	191	222	1,777

*Count of March 10, 1995 computer run that included all participants.

APPENDIX A

Appendix A-4

Count of Program Participants* in the Chapter 1 Program, 1994-95

Building	6	7	8	Total
Central Middle	68	52	46	166
North Middle	31	32	42	105
South Middle	39	25	26	90
Webber Middle	64	55	62	181
TOTAL	202	164	176	542

*Count as of March 10, 1995 computer run that included all participants.

APPENDIX A

Table A-5

Count of Program Participants* in the Section 31A Program, 1994-95

Building	K	J1	1	2	3	4	5	Total
E. Baillie	41	0	24	30	13	12	3	123
Coulter	31	0	16	16	16	4	4	87
Emerson	44	9	36	30	29	5	5	158
Fuerbringer	1	0	14	16	19	11	10	71
Nelle Haley	39	7	11	24	19	8	9	117
Handley	0	0	0	0	0	0	0	0
Heavenrich	41	8	27	30	24	11	18	159
Herig	1	0	18	24	20	8	14	85
Houghton	43	17	16	22	11	7	7	123
Jerome	0	23	18	14	18	8	4	85
Jones	35	0	9	10	11	5	8	78
Kempton	2	0	4	20	12	4	6	48
Longfellow	40	21	35	31	26	16	11	180
Longstreet	37	18	19	20	12	14	10	130
J. Loomis	40	0	47	31	39	11	11	179
Merrill Park	0	0	18	30	14	5	20	87
Chester Miller	1	0	7	6	13	4	6	37
John Moore	0	0	14	21	16	7	11	69
Morley	19	0	7	17	13	9	9	74
J. Rouse	42	18	12	14	23	11	13	133
Salina	19	4	13	18	20	10	10	94
Stone	1	13	15	17	13	9	15	83
Webber Ele.	62	15	49	57	35	12	13	243
Zilwaukee	0	6	4	10	7	0	5	32
TOTAL	539	159	433	517	414	191	222	2,475

*Count of March 10, 1995 computer run that included all participants.

Table A-6

Count of Program Participants* for the Section 31A Program, 1994-95

Building	6	7	8	Total
Central Middle	68	52	46	166
North Middle	31	32	42	105
South Middle	39	25	26	90
Webber Middle	64	55	62	181
TOTAL	202	164	176	542

*Count as of March 10, 1995 computer run that included all participants.

APPENDIX B

Table B-1

Attainment Status For Chapter 1 Pupils in Basic Skills Total Reading

Building	Grade Jr. 1				Grade 1			
	Normal Curve Equivalents				Normal Curve Equivalents			
	Number Tested	Pre Mean	Post Mean	Mean Gain/ Loss	Number Tested	Pre Mean	Post Mean	Mean Gain/ Loss
E. Baillie	0	--	--	--	18	18.6	25.7	7.1
Coulter	0	--	--	--	15	22.4	40.4	18.0
Emerson	9	10.7	35.1	24.4	28	24.6	31.8	7.2
Fuerbringer	0	--	--	--	12	25.2	39.5	14.3
Nelle Haley	5	26.2	25.4	- 0.8	8	29.3	27.1	- 2.2
Handley	0	--	--	--	0	--	--	--
Heavenrich	4	26.0	31.7	5.7	18	24.7	22.3	- 2.4
Herig	0	--	--	--	16	26.8	47.5	20.7
Houghton	14	24.0	47.2	23.2	11	27.2	53.5	26.3
Jerome	10	26.5	41.1	14.6	10	28.7	37.0	8.3
Jones	0	--	--	--	9	20.8	27.1	6.3
Kempton	0	--	--	--	2	45.5	53.5	8.0
Longfellow	15	22.9	40.0	17.1	29	25.0	35.1	10.1
Longstreet	15	14.4	34.5	20.1	15	16.9	34.6	17.7
J. Loomis	0	--	--	--	30	23.4	33.9	10.5
Merrill Park	0	--	--	--	12	25.5	32.1	6.6
Chester Miller	0	--	--	--	4	27.2	37.5	10.3
John Moore	0	--	--	--	6	22.1	31.6	9.5
Morley	0	--	--	--	7	22.7	24.4	1.7
J. Rouse	16	12.4	29.5	17.1	8	25.8	49.6	23.8
Salina	3	9.6	16.3	6.7	8	19.7	33.3	13.6
Stone	10	23.8	61.8	38.0	15	22.2	36.3	14.1
Webber Ele.	13	13.3	38.3	25.0	36	23.2	36.0	12.8
Zilwaukee	6	41.1	55.0	13.9	2	22.0	29.0	7.0
TOTAL	120	19.7	39.4	19.7	319	23.8	34.9	11.1

Note. **N** = 439 students.

Table B-2

Attainment Status For Chapter 1 Pupils in Advanced Skills Reading Comprehension

Building	Grade Jr. 1				Grade 1				Grade 2				Grade 3				Grade 4				Grade 5			
	Normal Curve Equivalents				Normal Curve Equivalents				Normal Curve Equivalents				Normal Curve Equivalents				Normal Curve Equivalents				Normal Curve Equivalents			
	Number Tested	Pre Mean	Post Mean	Mean Gain/ Loss	Number Tested	Pre Mean	Post Mean	Mean Gain/ Loss	Number Tested	Pre Mean	Post Mean	Mean Gain/ Loss	Number Tested	Pre Mean	Post Mean	Mean Gain/ Loss	Number Tested	Pre Mean	Post Mean	Mean Gain/ Loss	Number Tested	Pre Mean	Post Mean	Mean Gain/ Loss
Baillie	0	--	--	--	18	20.6	26.2	5.6	20	25.0	32.6	7.6	8	23.0	32.1	9.1	0	--	--	--	0	--	--	--
Coulter	0	--	--	--	15	25.6	41.9	16.3	14	42.7	34.9	-7.8	14	28.7	36.4	7.7	3	32.0	29.6	-2.4	1	16.0	16.0	0.0
Emerson	9	14.0	34.4	20.4	28	29.1	31.3	2.2	22	22.2	31.3	9.1	24	30.1	38.3	8.2	0	--	--	--	1	37.0	28.0	-9.0
Fuerbringer	0	--	--	--	12	27.5	36.6	9.1	15	42.0	43.1	1.1	16	37.6	47.8	10.2	4	23.2	28.0	4.8	0	--	--	--
Nelle Haley	5	20.2	27.4	7.2	8	33.0	27.6	-5.4	20	33.3	40.7	7.4	16	31.3	35.3	4.0	1	24.0	32.0	8.0	0	--	--	--
Handley	0	--	--	--	0	--	--	--	0	--	--	--	0	--	--	--	0	--	--	--	0	--	--	--
Heavenrich	4	32.7	36.5	3.8	18	31.7	20.5	-11.2	19	27.9	43.0	15.1	13	27.2	34.0	6.8	2	16.5	35.0	18.5	0	--	--	--
Herig	0	--	--	--	16	32.3	46.8	14.5	17	36.3	42.4	6.1	14	38.1	50.2	12.1	5	54.8	47.8	-7.0	1	44.0	43.0	-1.0
Houghton	14	28.2	46.7	18.5	11	31.4	53.4	22.0	19	29.9	35.1	5.2	9	28.3	27.3	-1.0	1	1.0	28.0	27.0	2	18.0	37.0	19.0
Jerome	10	25.4	40.1	14.7	10	33.5	36.7	3.2	12	41.8	40.8	-1.0	12	41.1	51.4	10.3	5	40.0	50.6	10.6	4	51.7	56.7	5.0
Jones	0	--	--	--	9	23.4	28.0	4.6	11	35.7	22.0	-13.7	10	27.8	34.3	6.5	1	65.0	45.0	-20.0	0	--	--	--
Kempton	0	--	--	--	2	51.0	55.5	4.5	15	47.0	45.1	-1.9	12	34.7	34.4	-0.3	3	21.6	21.6	0.0	0	--	--	--
Longfellow	15	23.2	44.7	21.5	29	29.2	34.0	4.8	28	35.4	29.5	-5.9	20	32.2	35.6	3.4	2	40.5	38.0	-2.5	0	--	--	--
Longstreet	15	17.0	34.8	17.8	15	18.7	32.1	13.4	17	30.7	30.6	-0.1	13	30.0	34.8	4.8	7	26.1	19.4	-6.7	4	26.0	20.5	-5.5
J. Loomis	0	--	--	--	30	28.3	30.4	2.1	27	26.7	33.2	6.5	31	26.1	24.3	-1.8	2	19.5	29.0	9.5	0	--	--	--
Merrill Park	0	--	--	--	12	25.5	32.3	6.8	28	27.3	28.7	1.4	11	22.7	35.7	13.0	3	53.3	47.0	-6.3	2	29.0	27.5	-1.5
Chester Miller	0	--	--	--	4	30.5	34.2	3.7	3	38.6	35.6	-3.0	12	34.6	46.0	11.4	0	--	--	--	1	31.0	20.0	-11.0
John Moore	0	--	--	--	6	21.6	27.6	6.0	12	33.1	25.6	-7.5	13	26.3	27.3	1.0	2	29.0	30.0	1.0	0	--	--	--
Morley	0	--	--	--	7	27.0	19.4	-7.6	16	34.7	33.0	-1.7	13	29.6	32.4	2.8	1	34.0	31.0	-3.0	0	--	--	--
J. Rouse	16	12.9	31.4	18.5	8	30.5	50.0	19.5	19	35.5	28.1	-7.4	12	35.3	40.2	4.9	6	25.6	23.3	-2.3	2	36.0	26.5	-9.5
Salina	3	11.0	19.3	8.3	8	24.5	32.6	8.1	14	17.3	23.7	6.4	15	30.0	33.6	3.6	6	25.0	29.5	4.5	0	--	--	--
Stone	10	24.1	63.5	39.4	15	24.1	37.8	13.7	17	36.8	36.0	-0.8	10	35.1	49.4	14.3	2	26.0	38.0	12.0	1	33.0	46.0	13.0
Webber Ele.	13	12.7	41.8	29.1	36	26.7	34.8	8.1	45	28.7	30.7	2.0	27	31.5	37.2	5.7	9	38.8	34.0	-4.8	12	31.8	20.3	-11.5
Ziwaukee	6	45.3	58.0	12.7	2	21.5	28.0	6.5	7	45.0	45.8	0.8	4	41.7	53.2	11.5	0	--	--	--	0	--	--	--
TOTAL	120	21.0	41.0	20.0	319	27.5	33.9	6.4	417	32.1	33.8	1.7	329	31.0	36.8	5.8	65	32.4	32.8	0.4	31	32.9	28.6	-4.3

Note. N = 1,281 students.

Table B-3

Attainment Status For Chapter 1/Article 3 Pupils in Advanced Skills Mathematics Concepts and Applications

Building	Grade 2				Grade 3				Grade 4				Grade 5			
	Normal Curve Equivalents				Normal Curve Equivalents				Normal Curve Equivalents				Normal Curve Equivalents			
	Number Tested	Pre Mean	Post Mean	Mean Gain/ Loss	Number Tested	Pre Mean	Post Mean	Mean Gain/ Loss	Number Tested	Pre Mean	Post Mean	Mean Gain/ Loss	Number Tested	Pre Mean	Post Mean	Mean Gain/ Loss
Baillie	21	17.5	36.7	19.2	5	15.0	15.8	0.8	0	--	--	--	0	--	--	--
Coulter	13	34.3	35.8	1.5	7	30.8	30.0	- 0.8	3	17.3	26.0	8.7	1	28.0	26.0	- 2.0
Emerson	18	29.8	29.6	- 0.2	17	23.4	29.0	5.6	0	--	--	--	1	21.0	38.0	17.0
Fuerbringer	12	36.4	43.2	6.8	15	29.6	41.4	11.8	4	28.0	24.0	- 4.0	0	--	--	--
Nelle Haley	18	41.0	49.5	8.5	6	31.6	29.0	- 2.6	1	27.0	13.0	-14.0	0	--	--	--
Handley	0	--	--	--	0	--	--	--	0	--	--	--	0	--	--	--
Heavenrich	18	19.3	43.3	24.0	11	23.0	33.4	10.4	2	13.5	29.5	16.0	0	--	--	--
Herig	17	37.5	41.2	3.7	9	44.8	48.3	3.5	5	49.2	53.4	4.2	1	53.0	48.0	- 5.0
Houghton	9	27.4	34.6	7.2	7	29.0	28.1	- 0.9	1	1.0	9.0	8.0	2	26.0	27.0	1.0
Jerome	9	43.3	50.1	6.8	10	36.1	34.6	- 1.5	5	39.0	45.2	6.2	4	43.5	37.7	- 5.8
Jones	9	31.4	25.6	- 5.8	5	20.4	36.4	16.0	1	44.0	42.0	- 2.0	0	--	--	--
Kempton	13	47.9	56.5	8.6	7	47.1	46.8	- 0.3	3	30.3	29.3	- 1.0	0	--	--	--
Longfellow	24	33.0	32.9	- 0.1	18	28.0	30.9	2.9	2	36.0	49.0	13.0	0	--	--	--
Longstreet	2	25.0	29.0	4.0	9	32.4	33.8	1.4	6	25.6	26.3	0.7	3	30.0	26.3	- 3.7
J. Loomis	23	33.3	35.4	2.1	20	26.0	23.1	- 2.9	2	22.5	34.5	12.0	0	--	--	--
Merrill Park	25	27.0	34.1	7.1	6	24.6	29.6	5.0	3	36.0	32.0	- 4.0	3	22.0	42.6	20.6
Chester Miller	0	--	--	--	5	30.2	41.2	11.0	0	--	--	--	1	42.0	29.0	-13.0
John Moore	6	40.1	35.1	- 5.0	12	26.2	30.0	3.8	2	26.5	31.0	4.5	0	--	--	--
Morley	13	25.8	32.0	6.2	8	24.2	30.0	5.8	1	40.0	44.0	4.0	0	--	--	--
J. Rouse	16	32.9	30.6	- 2.3	8	40.5	33.7	- 6.8	6	16.8	24.8	8.0	2	28.0	38.5	10.5
Salina	13	22.9	23.0	0.1	9	32.3	30.1	- 2.2	6	28.0	32.0	4.0	0	--	--	--
Stone	14	29.5	34.9	5.4	9	27.5	37.2	9.7	2	19.5	23.0	3.5	1	30.0	23.0	- 7.0
Webber Ele.	37	25.2	33.5	8.3	16	28.4	29.8	1.4	9	24.1	26.6	2.5	12	28.2	30.5	2.3
Zilwaukee	7	41.2	64.8	23.6	4	44.7	58.2	13.5	0	--	--	--	0	--	--	--
TOTAL	337	30.8	37.1	6.3	223	29.5	32.8	3.3	64	28.0	31.7	3.7	31	30.6	32.8	2.2

Note. N = 655 students.

APPENDIX C

CHAPTER ONE PROCESS EVALUATION
INTERVIEW FORM, 1994-95

Evaluator: _____ Date: _____

Respondent (Title): _____

Program: _____

I. PROGRAM DESCRIPTION

1. Please provide a general overview description of your compensatory education program component.

_____

_____

_____

_____

_____

2. Specifically, how many staff members are there in your program component?

_____

What Are Their Titles?	Responsibilities?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

3. Specifically, what services do you provide to the students?

_____

_____

_____

_____

_____

APPENDIX C

CHAPTER ONE PROCESS EVALUATION
INTERVIEW FORM, 1994-95 (Cont.)

4. Specifically, how is student progress monitored during the year? (If monitored, probe in addition for who monitors and what different types of data are collected?)

_____

_____

_____

_____

_____

5. What coordination, if any, exists or is planned for with the compensatory education components? (If coordination, with whom and in what fashion does this coordination take place?)

_____

_____

_____

_____

_____

II. PROGRAM RESULTS

6. Please provide a general overview description of the accomplishments, so far this year, of your program component.

_____

_____

_____

_____

_____

APPENDIX C

CHAPTER ONE PROCESS EVALUATION
INTERVIEW FORM, 1994-95 (Cont.)

7. What anticipated and unanticipated problems have you encountered and how have you addressed them or how will you address them?

A. Anticipated Problems	Actions Taken/To Be Taken
_____	_____
_____	_____
_____	_____
_____	_____

B. Unanticipated Problems	Actions Taken/To Be Taken
_____	_____
_____	_____
_____	_____
_____	_____

8. What anticipated and unanticipated positive outcomes have you encountered and what have you/your staff done to increase their effects?

A. Anticipated Positive Outcomes	Actions Taken
_____	_____
_____	_____
_____	_____
_____	_____

B. Unanticipated Positive Outcomes	Actions Taken
_____	_____
_____	_____
_____	_____
_____	_____

9. Why do you believe your program component should continue or be expanded?

_____

_____

_____

_____

_____

III. STUDENTS SERVED

10. How many students are served by your program component? _____

11. If students receive different levels of service, please describe the different levels and how the level of service for each student is determined.

_____

_____

_____

_____

_____

12. Please provide, on a separate sheet, a listing of all served students (name and student number) for your program component.

IV. COMMENTS

13. Do you have any additional observations or comments about this program component or any aspect of it?

_____

_____

_____

_____

_____

APPENDIX D

TABLE D-1. MATRIX OF COMPENSATORY EDUCATION PROGRAM VARIABLES: PEOPLE

Program	Contact Person	Staffing # of Leaders	Staffing # of Direct Service	Staffing Total	Students Served Direct	Students Served List on File?
Recreational Academics and Enrichment Program (REAP)	Vicky Rico	6	12	18	~ 400 - 600	Yes
Project PRIDE (Providing Resources and Information Designed to Educate)	Bobby DeLeon	1/2	2-1/2	3	~ 150	No
School Psychologists	Chris Dundas	1	7	8	~ 400	Yes
Speech and Hearing	Bert Bell	1	5	6	Unknown/ mid-year	List to come
Peer Education	Pari Michalski	1/2	2	2-1/2	39 Total 10 Current	Yes
Maternal Outreach	Pari Michalski	1/2	1	1-1/2	~ 27	Yes
Social Workers	Robert Jamison	1	19	20	~ 450	Yes
Project Rescue/ (OICMS)	Rich Premo	1	3	4	78	Yes
Reading Readiness	Janet Joswiak	1	51	52	1,305	On District Database
Literary Groups/ Reading Recovery (R^2)	Ruth Beyerlein	1	40	41	R^2 ~ 300 Lit. - All (1-3) Comp. Ed.	To be provided
Project SUCCESS	Y.T. Gray	1/2	4	4-1/2	250	Yes
Prekindergarten Michigan School Readiness Program (MSRP)	Supervisor of Early Elementary	1 (1 clerical)	30	32	797	Not mentioned
Growth and African Ethnicity Program (GAP)	Don Scott	0	2	2	All K-8 students in Baillie, Jones, Emerson, Salina, Houghton, Longstreet, Coulter, Central and Webber Middle Schools.	Not mentioned

APPENDIX D

TABLE D-1. MATRIX OF COMPENSATORY EDUCATION PROGRAM VARIABLES: PEOPLE (Cont.)

Program	Contact Person	Staffing # of Leaders	Staffing # of Direct Service	Staffing Total	Students Served Direct	Students Served List on File?
Helping One Student To Succeed (HOSTS)	Mary Folino	Not specified	Not specified	Unknown	Not specified	Not specified
After School Tutoring in Reading, Math, and Science	Mary Folino	Not specified	Not specified	Unknown	Not specified	Not specified
Reading and Math Instruction	Mary Folino	2	63	65	Not specified	Not specified
Staff Development Teacher Trainers	Mary Folino	11.5 FTE (23 people)	Not specified	11.5 (23)	Not specified	Not specified
GI Forum/ Adult Education	Ollie Zuniga	Unknown	Unknown	Unknown	Unknown	Unknown

APPENDIX D

TABLE D-2. MATRIX OF COMPENSATORY EDUCATION PROGRAM VARIABLES: GOALS AND ACCOMPLISHMENTS

Program	Goals	Accomplishments
Recreational Academics and Enrichment Program (REAP)	Increase student school involvement and thus student academic success.	Attendance up "by 30%"; more one-to-one contact with students.
Project PRIDE (Providing Resources and Information Designed to Educate)	Increase school involvement and thus academic success; increase parental involvement; and dropout prevention.	Developing a sense of trust with client group; developing a sense of client needs to better develop appropriate services. Developing legitimacy as an agent.
School Psychologists	Assess if eligible for special education or 504 services; consultations with students where possible.	Thus far received ~ 405 referrals.
Speech and Hearing	Provide speech/hearing services to non-special education students.	"Done well so far ... will know more when the end of year summaries of student progress are prepared."
Peer Education	Substance abuse reductions; self-image enhancement; and provide positive role models.	Personal growth for students; increased positive attitudes and less substance abuse among peer educators; and presentations appreciated at elementary schools.
Maternal Outreach	To provide services to pregnant teens to have healthier babies; better parenting skills and dropout prevention.	Increases in retention (staying in school) - progress in teen mother/baby physical health; and parenting skills serves the neediest of the needy - and aids two or more generations.
Social Workers	None mentioned.	Accomplishments will be assessed at the end of the year; but team approach was successful: more widely accepted by administration and PST members.
Project Rescue/ (OICMS)	Keep LTS students in school; change student behavior to promote success in school.	38 or 40 referrals enrolled; 78% average attendance rate; 19 received credits; and 28 referrals to home school or Ruben Daniels Lifelong Learning Center.
Reading Readiness	To provide additional help to teachers of kindergarten level, at-risk students.	Seven inservices held; provided additional help at early elementary levels with at-risk students; and aides showing promise to be effective.

APPENDIX D

TABLE D-2. MATRIX OF COMPENSATORY EDUCATION PROGRAM VARIABLES: GOALS AND ACCOMPLISHMENTS (Cont.)

Program	Goals	Accomplishments
Literary Groups/ Reading Recovery (R^2)	None mentioned.	(Lit.): Training for staff; word walls; expository MEAP; has become a system intervention; teachers report positive gains - subjective analyses; and positive comments from city council members. (R^2): 10 new teachers; alternative delivery; and 80 students successfully exited.
Project SUCCESS	To positively impact the academic test scores of students.	15 study centers, mentorships established; parents informed of parent training; helping hand newletter; and more community changes in students' attitudes, grades, and home environment.
Prekindergarten Michigan School Readiness Program (MSRP)	To prepare four year olds to succeed in school.	Standardized the program; established inservice offerings; and "adequate evaluation".
Growth and African Ethnicity Program (GAP)	To help young African American youths to effectively and successfully cope with the demands of the society in which they live.	In 8 elementary and 2 middle schools; ambassadors in neighborhood; school stores trips to American Program; established conflict resolution program and hygene presentations; help from MSU staff; and positive reaction in community.
Helping One Student To Succeed (HOSTS)	To increase students' language arts skills.	All five sites earned exemplary status on "quaility assurance implementation"; and staff worked cooperatively to develop and implement the program.
After School Tutoring in Reading, Math, and Science	To increase students' ability in reading, mathematics, and science.	None specified.
Reading and Math Instruction	The development of basic and advanced skills (both reading and mathematics) in students with identified needs.	Increase in students' GPA and attendance and decrease in discipline at South Middle; many ancedotal positive outcomes - [none mentioned]; and staff training on computers.
Staff Development Teacher Trainers	To facilitate communications; cooperation among teachers and the implementation of Staff Development and District goals/ objectives/activities.	Clarence Brock inservices.
GI Forum/ Adult Education	No response	No response

APPENDIX D

TABLE D-3. MATRIX OF COMPENSATORY EDUCATION PROGRAM VARIABLES: DESCRIPTION OF SERVICES

Program	Description of Services Provided	Records Kept
Recreational Academics and Enrichment Program (REAP)	Provides intramural lunch and after school activities and academic tutoral assistance.	Weekly activity reports; report cards (for those tutored); sign-in sheets (kept by Program Coordinator).
Project PRIDE (Providing Resources and Information Designed to Educate)	Home visits; liaison to social work agencies and school programs; presentations in school; and serve on task forces/commissions.	Follow-up on students' grades and behavior. No identifying records kept to maintain confidentiality.
School Psychologists	Participation in pupil service team; processing referrals and making consultations/coordinating of evaluation (IEPC) efforts. Priorities are Special Education and 504 cases due to timeline regulations.	IEP's - cases are assessed in a fashion to meet timelines; student meetings/service logs.
Speech And Hearing	In order: evaluation of student needs; consultation/referral services; and direct treatment.	Logs; anecdotal records; end of year reports; informal observations; occasional formal testing, less paperwork now than before on comp. ed. students.
Peer Education	Training in presentation and interpersonal skills related to being drug-free and staying in school, etc.	Logs of attendance and presentations; self and parent evaluations; and end of year evaluations.
Maternal Outreach	Educational services to pregnant teens: substance abuse and physical health counseling; academics (with ABE); and home and hospital visits.	Daily class attendance; coursework grades; birth weight of babies; and counselor notes.
Social Workers	Direct treatment - counseling/casework; services to families; coordination with other personnel; serve on planning committees; and serve on PST's.	Log of services time/student; end of year report; and student information data form.
Project Rescue/ (OICMS)	To keep students academically current while they are on long-term suspension; and change inappropriate social behaviors so that return to school is successful.	TABE scores; daily attendance; instructor and counselor logs; and weekly reports sent to Mr. Jamison.
Reading Readiness	Assistance to teachers in preparing materials and testing; small group interaction with children; and assistance in parent activities.	Kindergarten report cards.

APPENDIX D

TABLE D-3. MATRIX OF COMPENSATORY EDUCATION PROGRAM VARIABLES: DESCRIPTION OF SERVICES (Cont.)

Program	Description of Services Provided	Records Kept
Literary Groups/ Reading Recovery (R^2)	Push-in or pull-out services to students - designed to help them become familiar with reading and writing; and inservice training for the teaching of these services.	Diagnostic survey for entry and exit (R^2); daily assessment of student progress within Reading Recovery; and literary groups - text level for entry, exit and intermittently.
Project SUCCESS	For students: seminars; outings; contacts/ referrals; tutoring; business sponsorships; after school study centers; speaker center; and other services as specified in students' PST's.	PST plan reviewed for progress as necessary; end of year review; and summer school participation.
Prekindergarten Michigan School Readiness Program (MSRP)	Provide four year old students with an environment that will enable them to develop skills needed for future success in school.	None mentioned.
Growth and African Ethnicity Program (GAP)	For students: vision and standards; elders and mentors; family incentives; conflict resolution; African, health and business approaches to success.	MEAP data and suspension data. (Plans - no student progress measures kept.)
Helping One Student To Succeed (HOSTS)	Volunteer mentors provide individual language arts assistance to indentify students - lesson plans tailored to individual student needs.	None listed but aggregated CAT/5 gains are specified in the grant.
After School Tutoring in Reading, Math, and Science	After school classes (5-10 students per teacher) one hour per day, four days a week.	None listed, but aggregated CAT/5 gains are specified in the grant.
Reading and Math Instruction	For students: average of 2.5 hours/ week in small group classes and/or one-on-one instruction. For parents: workshops and student progress reviews.	None listed, but "Chapter 1 teachers will monitor student progress and performance" is specified in the grant.
Staff Development Teacher Trainers	Regular, frequent and systematic coordination between Chapter 1 and regular education teachers; support and follow-up staff development efforts; model and co-teach; and implement core curriculum, student.	None mentioned.
GI Forum/ Adult Education	None mentioned.	None mentioned.

APPENDIX D

TABLE D-4. MATRIX OF COMPENSATORY EDUCATION PROGRAM VARIABLES: COORDINATION

Program	Within Program	With Other Programs
Recreational Academics and Enrichment Program (REAP)	Staff meetings	Direct contact with Project SUCCESS staff, comp. ed., and regular education teachers on a case-by-case basis.
Project PRIDE (Providing Resources and Information Designed to Educate)	As needed	No official communication but coordination; it's planned with school programs and local agencies.
School Psychologists	Not mentioned	Through Pupil Service Team (PST)
Speech And Hearing	Not mentioned	Through Pupil Service Team (PST)
Peer Education	Weekly staff meetings	Occasionally direct contact with Project SUCCESS staff; and communication through advisory board.
Maternal Outreach	Not mentioned	None; would welcome any; limited cooperation with ABE program.
Social Workers	As needed	Through Pupil ServiceTeam (PST)
Project Rescue/ (OICMS)	Not mentioned	Through Mr. Jamison
Reading Readiness	Prekindergarten supervisor coordinates monthly aides' inservices.	Not mentioned
Literary Groups/ Reading Recovery (R^2)	Prekindergarten supervisor coordinates staff inservices.	Simultaneous training for Math Title I, and R^2 staff.
Project SUCCESS	Mary Folino and Project SUCCESS director set goals and objectives.	Through Pupil Service Team (PST)
Prekindergarten Michigan School Readiness Program (MSRP)	Supervisor provides coordination.	Supervisor provides coordination.
Growth and African Ethnicity Program (GAP)	Works with each school specifically.	Not mentioned

TABLE D-4. MATRIX OF COMPENSATORY EDUCATION PROGRAM VARIABLES: COORDINATION (Cont.)

Program	Within Program	With Other Programs
Helping One Student To Succeed (HOSTS)	Mary Folino	Mary Folino
After School Tutoring in Reading, Math, and Science	Mary Folino	Mary Folino
Reading and Math Instruction	Chapter 1 staff director, teachers, and Mary Folino with staff	Mary Folino
Staff Development Teacher Trainers	Mary Folino	Staff
GI Forum/ Adult Education	No response	No response

APPENDIX D

TABLE D-5. MATRIX OF COMPENSATORY EDUCATION PROGRAM VARIABLES: PROBLEMS

Program	Anticipated	Unanticipated
Recreational Academics and Enrichment Program (REAP)	Lack of transportation.	Not mentioned
Project PRIDE (Providing Resources and Information Designed to Educate)	Disfunctional families; agency red tape; and language barriers in home.	Not mentioned
School Psychologists	Increase in referrals in/out and increase in staff.	504 remains an unfunded mandate; and long delays due to medicaid eligibility regulations.
Speech and Hearing	None	None
Peer Education	No one assigned to program; and no direct budgeting for personnel.	Not mentioned
Maternal Outreach	Number of high-need students is increasing.	Not mentioned
Social Workers	More needy students, less resources; more problems are home-based, thus time consumptive; parental resistance to change in disfunctional families; and "lack of unison" in district approaches to student assistance.	Not mentioned
Project Rescue/ (OICMS)	Attendance and street gang influence.	Not mentioned
Reading Readiness	Not mentioned	Not mentioned
Literary Groups/ Reading Recovery (R^2)	Selection of students was complicated; and time on task was difficult.	Testing and Evaluation
Project SUCCESS	Obtaining volunteers; and obtaining additional funding.	Not mentioned
Prekindergarten Michigan School Readiness Program (MSRP)	Not mentioned	Not mentioned

TABLE D-5. MATRIX OF COMPENSATORY EDUCATION PROGRAM VARIABLES: PROBLEMS (Cont.)

Program	Within Program	With Other Programs
Growth and African Ethnicity Program (GAP)	Not mentioned	Scheduling problems; and volunteer attrition.
Helping One Student To Succeed (HOSTS)	Obtaining volunteers.	Not mentioned
After School Tutoring in Reading, Math, and Science	Not mentioned	Not mentioned
Reading and Math Instruction	Implementing curriculum; too many new staff at once.	Not mentioned
Staff Development Teacher Trainers	Not mentioned	Not mentioned
GI Forum/ Adult Education	Not mentioned	Not mentioned

APPENDIX E

Table E-1

Attainment Status For HOSTS Participants in Advanced Skills Reading Comprehension and Mathematics Concepts and Applications

Subject/ Building	Grade 2				Grade 3				Grade 4				Grade 5			
	Normal Curve Equivalents				Normal Curve Equivalents				Normal Curve Equivalents				Normal Curve Equivalents			
	Number Tested	Pre Mean	Post Mean	Mean Gain/ Loss	Number Tested	Pre Mean	Post Mean	Mean Gain/ Loss	Number Tested	Pre Mean	Post Mean	Mean Gain/ Loss	Number Tested	Pre Mean	Post Mean	Mean Gain/ Loss
Reading																
Coulter	1	36.0	30.0	- 6.0	11	28.4	36.3	7.9	7	34.0	32.8	- 1.2	0	--	--	--
Heavenrich	12	26.7	41.5	14.8	10	24.4	33.4	9.0	0	--	--	--	0	--	--	--
Houghton	13	26.6	29.6	3.0	7	28.8	24.2	- 4.6	0	--	--	--	0	--	--	--
Longstreet	14	29.2	32.8	3.6	9	29.6	35.8	6.2	6	26.6	22.5	- 4.1	3	16.6	12.0	- 4.6
J. Rouse	0	--	--	--	8	31.1	36.8	5.7	1	33.0	1.0	-32.0	0	--	--	--
TOTAL	40	27.8	34.3	6.5	45	28.3	33.8	5.5	14	30.7	26.1	- 4.6	3	16.6	12.0	- 4.6
Mathematics																
Webber Ele.	0	--	--	--	16	28.4	29.8	1.4	8	25.3	25.5	0.2	11	27.5	30.4	2.9
TOTAL	0	--	--	--	16	28.4	29.8	1.4	8	25.3	25.5	0.2	11	27.5	30.4	2.9

REFERENCES

CTB/McGraw-Hill (1993). California Achievement Tests, Fifth Edition (CAT-5). CTB: Monterey, California.